A STUDY OF ENVIRONMENTAL PROTECTIVE BEHAVIOR AMONG EDUCATORS IN RELATION TO THEIR PRO-ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL ALTRUISM AND EMOTIONAL AFFINITY TOWARDS NATURE

A

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1.1.0 INTRODUCTION :

Men is both creature and moulder of his environment which gives him physical sustenance and affords him an opportunity for intellectual, moral, social and spiritual growth. In the long and tortuous evolution of the human race on this planet, a stage has been reached when through the rapid acceleration of science and technology, man has acquired the power to transform his environment in countless ways and on an unprecedented scale. Both aspects of man's environment, the natural and the mandate, are essential to his well being and to the enjoyment of basis Human Rights –even the Right to life itself.

Today, society's interaction with nature is so extensive that the environmental question has assumed proportions affecting all humanity. Industrialization, urbanization, explosion of population, over-exploitation of resources, depletion of traditional sources of energy and raw materials and the search for new sources of energy and raw-materials, the disruption of nature ecological balances, the destruction of a multitude of animal and plants species for economic reasons and sometimes for no good reason at all, are factors which have contributed to environmental deterioration. When the scientific and technological progress of man has invested him with immense power over nature, it has also resulted in the unthinking use of the power, encroaching endlessly on nature. If man is liable to transform deserts into oasis, he is also leaving behind deserts in the place of oasis. In the last century, a great German materialist philosopher warned mankind :-

"Let us not, however, flatter ourselves over much on account of our human victories over nature. For each such victory, nature takes its revenge on us. Each victory, it is true in the first place, brings about the results we expected, but in the second and third places it has quite different, unforeseen effects which only too often cancel the first."

Environment degradation is one of the biggest problems, the world is facing today. The problem of environment pollution is as old as the evolution of Homo sapiens on this planet. Man's ambition for limitless enjoyment and comfort has led him towards the exploitation of nature's wealth so indiscriminately and so shamelessly as to reduce nature's capacity for self-

stabilization. Man's voracious appetite for resources and his desires to conquer nature has put him in collision course with the environment. The demand for his explosive technological society imposes intense stress on the state of equilibrium with the environment. The relationship between human beings and his environment has varied from time to time. It has also been varying from place to place at a given point of time. This statement is quite legitimate as far as India and its environment protection policy is concerned. The Environment protection in India started long before from the time of Ancient India. In the early stages of human history in India, human beings considered the environment as very dominant and that was why, they worshipped different aspects like trees, forest, animals, mountains, rivers etc.

In India five year planes enforced on climate sustainability and the first five year plan promoted protection and improvement of ecological and environmental assets as a necessary short and long term developmental goals. Administrative mechanisms were altered to ensure integrity, efficiency and economy as laid down in prevention of corruption Act (1947). Changes were made in economics and industrial management in order to secure plans aims. But until fifth plan it was not admitted the importance of environment protection.

In the fourth five year plan i.e. 1969-70 to 1973-74 in the process of economic development environmental issues were considered explicitly for the first time11. It was observed that “the physical environment is a dynamic, complex and inter-connected system in which any action in one part affects others. There is also inter dependence of living things and their relationships with land, air and water. Planning for harmonious development recognizes the unity of nature and man. Such planning is possible only on the basis of a comprehensive appraisal of environmental issues, particularly economic and ecological. The planning commission also pointed out that it is the obligation of each generation to maintain the productive capacity of the environment which leaves some healthy environment to its successors.

There it is necessary to introduce environmental issues which are vital for national well being in the fifth five year plan (1974-79) the importance of involvement of National

Committee on environmental planning and co-ordination in major industrial decisions is stressed. The plan also stressed, if balance is maintained between development planning and environmental management then pursuit of development goals would not reduce the quality of life, In this context the minimum needs programmed received fairly high priority which was expected to minimize environmental degradation in rural areas and reduce poverty levels.

In sixth five year plan (1980-85)13, a chapter on „Environment and Developmental and ecological principles in land use agriculture, forestry, marine exploitation, mineral extraction, fisheries, energy production and human settlements, it lays down an institutional structure for environmental management in the central and state government. It forms a guideline to administrators and resource managers in formulating and implementing programmes and projects.

The seventh five year plan (1985-90) emphasized on Sustainable development. Due to the pressure on the project planners and managers to pursue single handedly developmental activities loosed the sight of environmental aspects and for its realization it took about a decade and urgent remedial measures were needed. In the words of the plan environmental pollution is a serious hazard in India. To improve the quality of environment and to create environmental awareness the plan called for government and voluntary agencies and also involvement of the public.

The Eighth five year plan (1992-97) due to uncertain political condition in India came out in1992 rather than 1990. The plan has given more importance to environment by moving the subject of environment to the fourth category of subjects. The planning commission set up an expert committee to formulate long – term sectoral policies. The committee also noted that the environmental problems were continuing to cause serious concern. The environmental degradation was seriously threatening the socio–economic progress and the life support systems are being damaged beyond repair.

The ninth five year plan strengthened the central pollution control board. The proposed activities are bio-monitoring for assessment of pollution and health of aquatic system, water

quality monitoring, soil pollution monitoring, epidemiological studies for formulation of standards based on health considerations, environmental audit promotion of infrastructure and capacity up-gradation programme industrial pollution control and prevention projects, the common effluent treatment plants (CEJP), adoption of clean technologies in small scale industries including waste water re-use and re-cycling. The Tenth five year plan emphasizes on completing the schemes planned in 9th plan and introduction of a few new schemes. The scope of common effluent treatment plants scheme will be enhanced schemes with International co-operation under eco-restoration, water shed management, water and energy sectors, bio-diversity, climate- change, ozone layer protection, land degradation etc with the help of India Canada Environmental facility, Global environmental facility, schemes under the clean development. Mechanism, the developed countries having commitment of green house gases reduction can get credit by investing in developing countries in schemes.

Eleventh five year plan provides opportunity to restructure policies to achieve a new vision based inclusive growth. Dr. Singh said the plan is designed to reduce poverty and focus on bridging the cvarious divides that continue to fragment our society. The 11th plan is aimed at putting the economy on a sustainable growth (with a growth rate of approximately 10% by the end of plan period). Too many people still lack access to basic services such as health, clean drinking water, sanitation and education facilities without which they cannot claim their share in the benefits of growth which reflects the strength of our economy and environment. India's concern for environmental issues is growing along the lines of global concern. While in a short run there may seem to be a trade-off between environmental sustainability and economic growth, in longer run, recourse is taken to the complementarities between environmental sustainability and human wellbeing. The development strategy in 11th plan is sensitive to devastating effects of water pollution and deforestation, threats of climate changes and should ensure that threats and trade-offs are appropriately evaluated.

The twelfth five-year focused on energy and climate change establishes a new set of targets and policies for 2011-2015.while some of the targets are largely in line with the status

quo, other aspects of the plan represent more dramatic moves to reduce fissil energy consumption, promote low-carbon energy, and restructure china's economy. Among the goals is to "gradually establish a carbon trade market." Key targets include:

- 16 percent reduction in energy intensity(energy consumption per unit of GDP;
- Increasing non-fossil energy to 11.4 percent of energy use; and
- 17 percent reduction in carbon intensity (carbon emissions per unit of GDP).

India though made many efforts through various five year plans; by adopting almost all Acts and rules enforced in developed countries still there path ahead in protecting environment from degradation. There is a need for reducing gap between principle and practice there is a need for standardization of procedure and setting of time, an economic instruction and also to force the industry to control effluent discharges which contain.

The environmental degradation has become the subject of global concern and it possess a challenge to the present and the future generation of mankind. As such the environmental protection should be a priority and high social visibility item for the very existence of life and for the protection of right to life. One must not forget that it is the responsibility of present generation which has the opportunity to tackle environmental problems because the next generation will not be there if the present situation is allowed to continue. The environmental challenges provide a much more formidable and permanent target because a healthy environment is a necessary prerequisite of Right to life. The environmental agenda is no longer one of ethical or social sentiment; it has now become question of human survival. Thus the researcher tempted to investigate this significant problem.

The people are the part of environment and the environment is the part of the people, and thus, the human beings must restore, sustain and expand the universal ecosystem before it vanishes. Therefore, the aim is to protect the ecosystem and to secure living environment for all living beings. But in view of continued degradation of earth's environmental wealth, Environment for sustainable development would appear to be the only means by which an

acceptable quality of life could be secured for both present and future generations. They have brought immense convenience in the living, such as better standards of living, but they also brought new dangers, largely through the chemical wastes. Growth of population, increased urbanization, poverty, exploitation of resources, unprecedented expansion of science and technology are some basic causes, responsible for environmental disorders, posing significant problem for living beings. In the present study, the investigator will carry the research on study the protective behavior of educators in relation to their pro-environmental attitude, environmental altruism and emotional affinity towards nature

1.2.0 EMERGENCE AND JUSTIFICATION OF THE STUDY :

Much research has been done in the field of sociology and psychology on how to influence and change behavior. As the negative impacts of humans on the natural environment become increasingly evident, researchers have begun focusing their studies towards discovering what influences an individual to participate in pro-environmental practices. The main goal of this type of research is to determine how environmentally detrimental behaviors can be altered into behaviors that support sustainable or green living objectives. In the literature review. A number of studies have examined the relationship between education, in the form of environmental knowledge, and pro-environmental behavior. Although there is some evidence to the contrary (Iwata, 2003; Tedeschi, Cann and Siegfreid, 2001), most studies report a positive relationship between environmental knowledge and sustainable practices. Environmental orientation or attitudes have been established as powerful predictors of pro-environmental behaviors (Kaiser, Wolfing & Fuhrer, 2003). A person's environmental orientation is determined by examining the beliefs and values they hold toward the environment. Some of the scales used to measure pro-environmental orientation and attitudes include the Environmental Concern Scale (EC) (Weigel & Weigel, 2006) issues.

Shobeiri, (2001) also examined the interrelationship between awareness, attitudes, and behavior change based on public perception of air-quality information distributed by the

government. The authors draw the conclusion that when the provided information or knowledge of environmental issues has significance (personal meaning and relevance) in day-to-day encounters, it has the potential to promote greater awareness and behavioral responses.

Krajhanz (2014) also investigated the relationship "between pro-environmental attitudes and environmental knowledge" by giving a sample of 120 undergraduate students. As a result, participants were given an individual score of environmental knowledge which was used to analyze the relationship between variables. The author found, in contrast to numerous past studies, there is no significant relationship between pro-environmental attitudes, beliefs and environmental knowledge. The author suggests factors such as sample characteristics may have contributed to the results and explains the necessity of further investigation in this area.

Andrew darnton (2004), not only is more research needed in this area, but the investigation must be focused even further. "Youth of today are the future policy and decision makers" and in order to understand the future resolution of environmental concerns, we must study the effects that adolescent environmental attitudes, knowledge and self efficacy have on environmental behaviors. The authors hypothesized that adolescents who report more pro-environmental attitudes and higher environmental knowledge would demonstrate greater levels of pro-environmental behaviors. The analyses showed that environmental knowledge is a significant moderating variable when predicting adolescent behaviors." These results are supported by past studies such as Hausbeck, Milbrath& Enright (2001), Lyons & Breakwell (2004), and Tikka, Kuitunen, & Tynys (2004), who also found that a higher level of knowledge can influence pro-environmental activities in adolescents. As the literature demonstrates, numerous past investigations have discovered environmental literacy and environmental attitudes as variables influencing a person's pro-environmental behavior. A key concept revealed in research studies focusing on environmental knowledge and orientation is that the topic of environmental awareness must have a significance or personal meaning to an individual

in order to have a direct influence on sustainable behaviors. Environmental sensitivity, for the purposes of this literature review, is coupled with the terms empathy and emotional sensitivity. These terms are defined as sharing another's feelings, desires, ideas and actions and having the desire to influence these factors in order to alleviate detriment (Empathy, 2008). When applied to the environment, empathy and emotional sensitivity are depicted as cultivators of an individual's concern for environmental issues. Several studies suggest that inducing empathy or emotions may be a potent technique for creating more responsible environmental attitudes and behaviors. For example, Berenguer (2007) utilized an experimental process on attitude toward nature as a whole in those induced to feel empathy for a natural object (plant or animal). The results indicated increased helping and more favorable attitudes toward nature were mediated by the effect of empathy on attitudes towards the natural object. These results lay the theoretical groundwork for continued research on empathetic feelings as a factor mediating environmental attitudes and behaviors.

Burback (2004) examined the relationship between six psychological factors, including emotional sensitivity and pro-environmentally responsible behavior. The researcher concluded that those who are emotionally sensitive are more likely to engage in environmentally responsible behavior than those who are less emotionally sensitive. The author states that "emotion is a significant detriment of human behavior, so that negative emotion directed against environmental deterioration can be expected to lead to various behaviors, which are intended to stop or reduce environmental deterioration". The work reported here pertaining to environmental sensitivity proposes that by evoking an arousing feeling in an individual, such as empathy and emotions, we are able to better influence pro-environmental behaviors.

Some other investigators has explored numerous factors, which are found responsible for development of Environment protective behavior, such factors seem to come under three general heads, which are shown under the following table :

Research Studies based on some other variable which associated to the Environmental protective behavior		
S.No	Variables Taken in Research	Name of the Rsearcher
1	Environmental Awareness	Hannah Hoerish (2002), Sunila Bhalla Mehan (2007), Jagdeep Harjai 2008, Godiyal Sunita, (2008), Dange, K. Jagannath (2008), Bardr Hel- S (2003), Anja Tuohino (2006)V *Mohammad Seyed (2014) Larijani Maryam 2014 Shobeiri*
2	Environmental Beneficial Behaviour	Hannah Hoerish (2002) *Ramaiah Atchuta Venkata Kolluru 2014, , Rakesh* '*Shankar, , Sarfaraz Alam,* (2014) *Prabha, Swayam Das,* (2014) *Aprajita Kashyap(2014)* ,Gurpreet Singh, Gill,
3	Environmental Education	Sharma, Kiran and Ravi (2005), Vennila, Govindswamy (2007), Vishvarao, Arundhati (2008), Paul F.J. Eagles 1999, Jiang Keqin 2004, Rita Basu, (2014), G. Valsala, (2014)
4	Emotinal Affinity Towards Nature	Kals (1999), Markush (2009) and Mayer (2004), Muller (2009)
5	Environmental Sciences	Vishvarao, Arundhati (2008)
6	Pro-Environmental Behaviour	Sunila Bhalla Mehan (2007), Nebraska Lincoln (2008)
7	Environmental Attitudes	Ahmad Houri (2006), Khalil Kalantari, and at al. (2007), Sunila Bhalla Mehan(2008), Glenn L. Sia Su (2008), Dange, K. Jagannath (2008), Jennifer Campbell Bradley (2008), Paul F.J. Eagles (1999), Ahmad Oweini' Larijani Maryam (2014), Mohammad Seyed Shobeiri (2014) *Seyed Mohammad Shobeir i(2014)*
8	Environmental Behaviour	Sunila Bhalla Mehan (2008), Sigrid Schmitz (1999), Khalil Kalantari, and at al. (2007)
9	Environmental Knowledge	Sunila Bhalla Mehan (2008), Sigrid Schmitz (1999), Florian G. Kaisera (2002) Ahmad Oweini' Ahmad Houri (2006) Nebraska Lincoln (2008), Jennifer Campbell Bradley (2008)

10	Economic Environment	Slonim-Nevo V, Mukuka, (2002)
11	Ecological Behaviour	Florian G. Kaisera, (2002) *Dhandhukia, Suresh N (2013), Sinha, Shipra (2014) Bala, 2014, Khare, Priti (2014)adhu 2013*
12	Environmental Laboratory	Loretta Branacaccio, (2003) *Tiwary, Chandra Bhushan (2014)*
13	Environmental Investigation	Loretta Branacaccio, (2003) *Ojha, Raj Deo 2014 Kumar, Abhishek 2014*
14	Environmental Friendly Behaviour	Anja Tuohino (2006), Chandra Kumari, (2009) *Raghavendra, G M 2014 ,Karmali, Rajashri Subhash 2014, Elangovan, A2014*
15	Environmental Legislation	Khalil Kalantari, and at al. 2007
16	Environmental Sustainability	Martin Haigh (2007), *Amma, K Jayasree 2014 Priyadarshi, Anurag 2014* *Alexander, T (2014) Krishnan, Amrutharaj H2014 Singh, Pramod Kumar (2014)*
17	Environmental Activism	Elis Christopher2007 *Martins, Sabina (2014), Kumari, P Latha (2014)*
18	Environmental World wild	Glenn L.Sia Su (2007) *Subramanian C (2010)*
19	Environmental altruism	Nikolas (2009), David (1999)
20	Pro-environmental attitude	Plombon (2011), Gilfort (2012), Lavik (2002), Krajhanzl (2010) and Geneca workshop (2013)

In the context of this literature review, environmental future consequences are defined as future outcomes as a result of an individual's actions in the present. While there have been many studies relating a person's individual characteristics such as environmental knowledge, environmental orientation, environmental sensitivity, and future consequences to pro-environmental behavior, limited research has been done on how the physical environment (or setting) can influence individual protective behavior.

Kals, Schumacher, and Montada (1999) introduced a way to measure this affinity toward nature and to test its influences on pro-environmental commitments and behavior. Several facets of this idea have been proposed, either as cognitive connectedness with nature

(Schultz, 2000) or as emotional affinity toward nature (Kals, Schumacher, &Montada, 1999). Similar emotional conceptualizations can be found in the works of Dutcher and colleagues (2007), Mayer and Frantz (2004), or Raudsepp (2005). The role of affinity toward nature for pro-environmental behavior and activities has been shown by a growing number of studies in the past decade (e.g., Dutcher et al., 2007; Hinds & Sparks, 2008; Kals, Schumacher, &Montada, 1999; Mayer & Frantz, 2004; Schultz, 2000), whereas the common lay theory that mere contact with nature will promote action in favor of nature and the environment could not be confirmed. Contact with nature can rather be considered a correlate of EAN (Kals, Schumacher, &Montada, 1999).

An emotional affinity toward nature can also be a motivating factor to spending time in nature, be it in urban parks or in the countryside. From a psychological point of view, the relationship between humans and nature is more than a rational one, as it is—similarly to social attitudes—also based on affective experiences and behavior (Eagly&Chaiken,2007). They showed that this emotional affinity is more closely related to environmentally relevant commitment and behavior than mere cognitive interest in nature. From a theoretical point of view, the findings can be interpreted as similar to pro-social behavior which some researchers have explained as based on the emotional reaction of empathy with a person in need (e.g., Batson et al.,2003). In this line of thought, studies in environmental psychology have shown that taking the perspective of threatened animals or plants can instigate concerns about the state of nature (Zelezny, 1999; Schultz, 2000).

In the studies discussed so far, the subjects were adults. If data on the development of affinity toward nature were included, they were gathered retrospectively by asking respondents to remember positive experiences with nature in their childhood or adolescence (e.g., Kals, Schumacher, &Montada, 2003). Despite the limited scope of these studies, the results give evidence that a positive connection to nature develops in earlier stages and remains a relatively stable trait throughout adulthood, even if the frequency of contacts with nature may decrease, a pattern that is also discussed in the context of development of values and attitudes (Berk, 2006).

Such an attempt was made by Kals and Ittner (2003), who showed that short-term interventions in the classroom can enhance EAN in children and promote pro-environmental behavior. Although individual interventions can promote behavior, we assume that societal and contextual opportunities to spend valuable time in nature can promote EAN on a much larger scale—or, if these opportunities are absent, can contribute to low EAN. Developmental psychology has long been aware of the role of environmental and contextual factors in development (e.g., Bronfenbrenner, 1999). Hinds and Sparks (2008) investigated whether the environment in which students had grown up has an impact on pro-environmental attitudes and behavior. Their results from 199 undergraduate social science students from the UK show that students who had grown up in a rural environment have significantly higher scores on pro-environmental variables (e.g., behavioral intentions, attitudes, subjective norm, perceived behavioral control, environmental identity, and affective connection toward the environment), compared to a group of students who had grown up in an urban area.

It is clearly seen from the above world of related literature that mostly research carried with associated variables such as environmental attitude, awareness, eco-friendly behavior, environmental education and factors influencing pro-environmental behavior and emotional affinity towards nature, only few studies focused factors affecting protective environmental behavior of adolescents. In the present study, the investigator will carry the research on study the protective behavior of educators in relation to their pro-environmental attitude, environmental altruism and emotional affinity towards nature. It is revealed that the researches in the field of Environmental Friendly Behavior are not quite satisfactory. Only few researches have been found by the researcher in this area. The investigator framed some research question which will be based on present investigator and shows the importance of research work in present context, given as under

1. What will be level and nature of environmental protective behavior among the educators which are known as creatures of society?
2. Will significant difference be exists in environmental protective behavior between the male and female educators?

3. What will be level and nature of pro-environmental attitude among the educators and will exist the significant difference in pro-environmental behavior between the male and female educators?
4. What will be level and nature of environmental altruism among the educators and will exist the significant difference in environmental altruism between the male and female educators?
5. What will be level of emotional affinity towards nature among the educators and will exist the significant difference in emotional affinity towards nature between the male and female educators?
6. What will pro-environmental attitude among the educators influence their environmental protective behavior?
7. What will environmental altruism among the educators influence their environmental protective behavior?
8. What will emotional affinity towards nature among the educators influence their environmental protective behavior?
9. What will pro-environmental attitude;environmental altruism andemotional affinity towards nature interact to each other and influence their environmental protective behavior?
10. What can environmental protective behavior of educators predict on the bases of pro-environmental attitude;environmental altruism andemotional affinity towards nature?

1.3.0 STATEMENT OF THE PROBLEM :

"A STUDY OF ENVIRONMENTAL PROTECTIVE BEHAVIOR AMONG EDUCATORS IN RELATION TO THEIR PRO-ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL ALTRUISM AND EMOTIONAL AFFINITY TOWARDS NATURE"

1.4.0 DEFINITION OF TERMS USED IN TITLE:

1.4.1 Environmental Protective Behavior:

Environment means our surroundings. The concept is relative to whatever objects that us. Einstein once remarked, "the environment is everything that is not me" (singh, 1995).

Environmental protection means protection of the nature and surroundings. Environment protection is not new in the Indian context. It existed even from the beginning of human life and mention is available in pre-historic phase too. Man cannot survive without nature. As a result it is the duty of man to protect nature and thus environment. Hence, such type of behavior which involves in practice of protecting the natural environment on individual, organizational or governmental levels, for the benefit of both the natural environment and humans.

1.4.2 Pro- environmental Attitude :

Pro-environmental attitude which individual participation in an activity that furthers sustainable (green) practices by reducing or eliminating negative environmental impacts. These activities include reducing waste and pollution, increasing water and energy efficiency, and altering transportation patterns. In other words, pro- environmental attitude is a complex web of environmental, economic, and social elements benefiting the current situation and dictating the livelihood of future generations when taken into consideration and put into practice.Pro-environmental attitude can be, based on the knowledge of environmental science or ecology, judged according to their impact on the environment, and labeled as environmentally friendly or unfriendly.

1.4.3 Environmental Altruism :

Altruism in biological organisms can be defined as an individual performing an action which is at a cost to themselves (e.g., pleasure and quality of life, time, probability of survival or reproduction), but benefits, either directly or indirectly, another third-party individual, without the expectation of reciprocity or compensation for that action. Steinberg suggests a definition for altruism in the clinical setting that is "intentional and voluntary actions that aim to enhance the welfare of another person in the absence of any external rewards.

Environmental Altruism refers to actions that one takes to remedy environmental issues such as climate change, dependency on fossil fuels, water conservation, etc. without regard for personal benefit. Often these behaviors demand a sacrifice of comfort or convenience from the person taking action.

1.4.4 Emotional Affinity towards Nature :

Emotional affinity toward nature is described as the love or affection toward nature state that feeling connected with nature, feeling safety in nature, and having positive feelings with nature are also characteristics that are connected with emotional affinity toward nature it was hypothesized that this emotion should increase nature-protective behaviour.

1.4.5 Educators :

Educator are responsible for providing equal opportunities for all students and for promoting high level learning outcomes for all students,educator are responsible for fostering a sense of social responsibility in students and the community as a whole. In other word educator are responsible for encandouraging develop their talent to realize their full potential.

1.5.0 OBJECTIVES OF THE STUDY :

1. To study the pro-environmental attitude of male and female educators and its impacts on their environmental protective behavior.
2. To study the environmental altruism of male and female educators and its impacts on their environmental protective behavior.
3. To study the emotional affinity towards nature of male and female educators and its impacts on their environmental protective behavior.
4. To study the interactional effect of environmental altruism, pro-environmental attitude and emotional affinity towards nature of educators on their environmental protective behavior.
5. To predict the linear relationship between predictor variable ‘pro-environmental attitude’ and criterion variable ‘environmental protective behavior’ of educators.
6. To predict the linear relationship between predictor variable ‘environmental altruism’ and criterion variable ‘environmental protective behavior’ of educators.
7. To predict the linear relationship between predictor variable ‘emotional affinity towards nature’ and criterion variable ‘environmental protective behavior’ of educators.

8. To predict the multiple regression relationship among predictor variables 'environmental altruism', 'pro-environmental attitude' and 'emotional affinity towards nature' and criterion variable 'environmental protective behavior' of educators.

1.6.0 HYPOTHESIS OF THE STUDY :

The null hypothesis will be framed in the present study as given as under-

1(a). There will be no significant difference found between male and female educators in relation to their environmental altruism.

1(b). There will be no significant effect of environmental altruism of male and female educators on their environmental protective behavior.

2(a). There will be no significant difference found between male and female educators in relation to their pro-environmental attitude.

2(b). There will be no significant effect of pro-environmental attitude of male and female educators on their environmental protective behaviour.

3(a). There will be no significant difference found between male and female educators in relation to their emotional affinity towards nature.

3(b). There will be no significant effect of emotional affinity towards nature of male and female educators on their environmental protective behavior.

4. There will be no interactional effect of environmental altruism, pro-environmental attitude and emotional affinity towards nature of educators on their environmental protective behavior.

5. There will no significant linear relationship found between predictor variable 'environmental altruism' and criterion variable 'environmental protective behavior' of educators.

6. There will no significant linear relationship found between predictor variable 'pro-environmental attitude' and criterion variable 'environmental protective behavior' of educators.

7. There will no significant linear relationship found between predictor variable 'emotional affinity towards nature' and criterion variable 'environmental protective behavior' of educators.
8. There will no significant multiple regression relationship found among predictor variables 'environmental altruism', 'pro-environmental attitude' and 'emotional affinity towards nature' and criterion variable 'environmental protective behavior' of educators.

1.7.0 RESEARCH METHOD OF THE STUDY :

Keeping the nature of the problem in mind, the researcher will follow the *Descriptive method* of research in the present investigation.

1.8.0 VARIABLES OF THE STUDY :

Following variables will be treated as independent, dependent and moderate as par their role in the present investigation and given as under-

Independent variables:

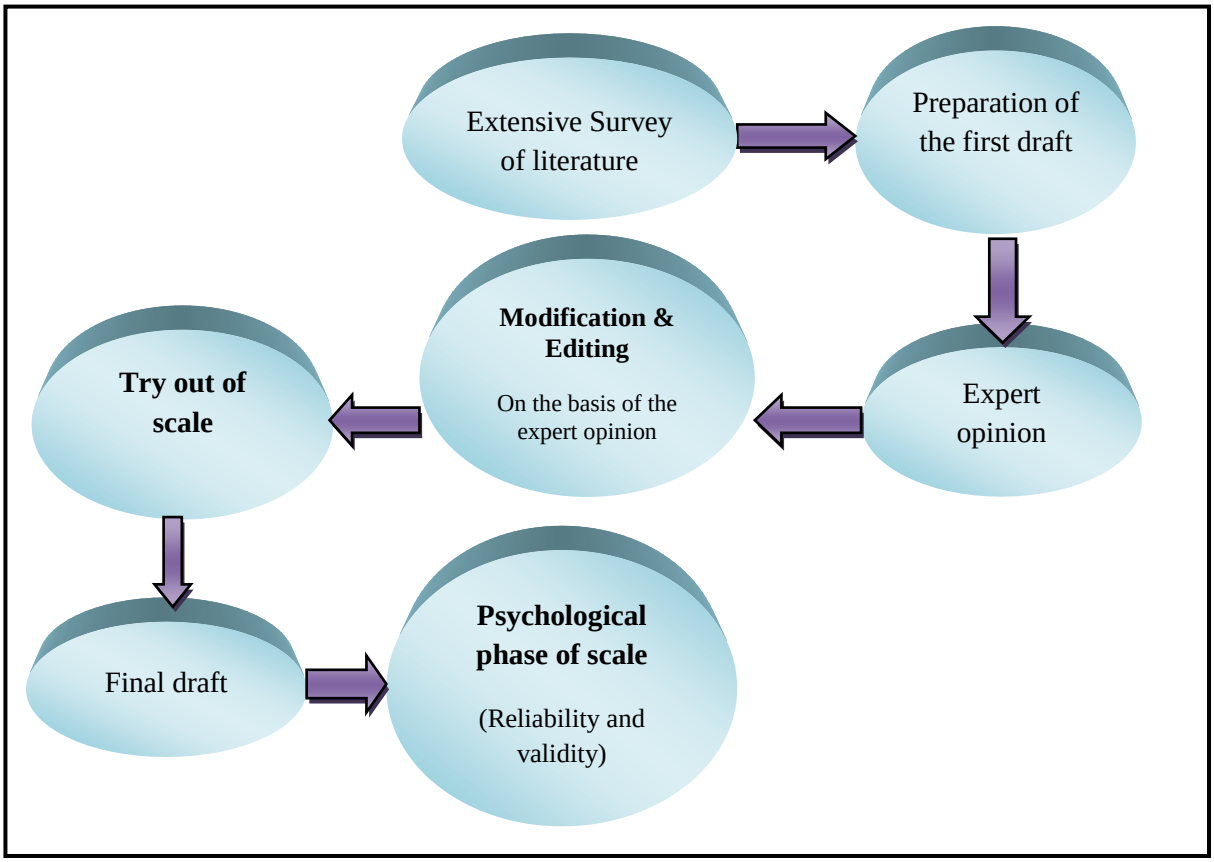
- Environmental altruism,
- Pro-environmental attitude
- Emotional affinity towards nature and
- Gender

Dependent variable:

- Environmental protective behavior

1.9.0 TOOLS OF THE STUDY:

There are no suitable standardized instruments related to variables and purpose of the present investigation thus, Thetools related to independent and dependent variables will be constructed self by the investigator in the following manner:



In the present study, the investigator will construct the following scales for obtaining the aim and objectives of the study. A brief profile of the tests given in the manner-

Table 1.1 : Showing the various tools constructed by the researcher

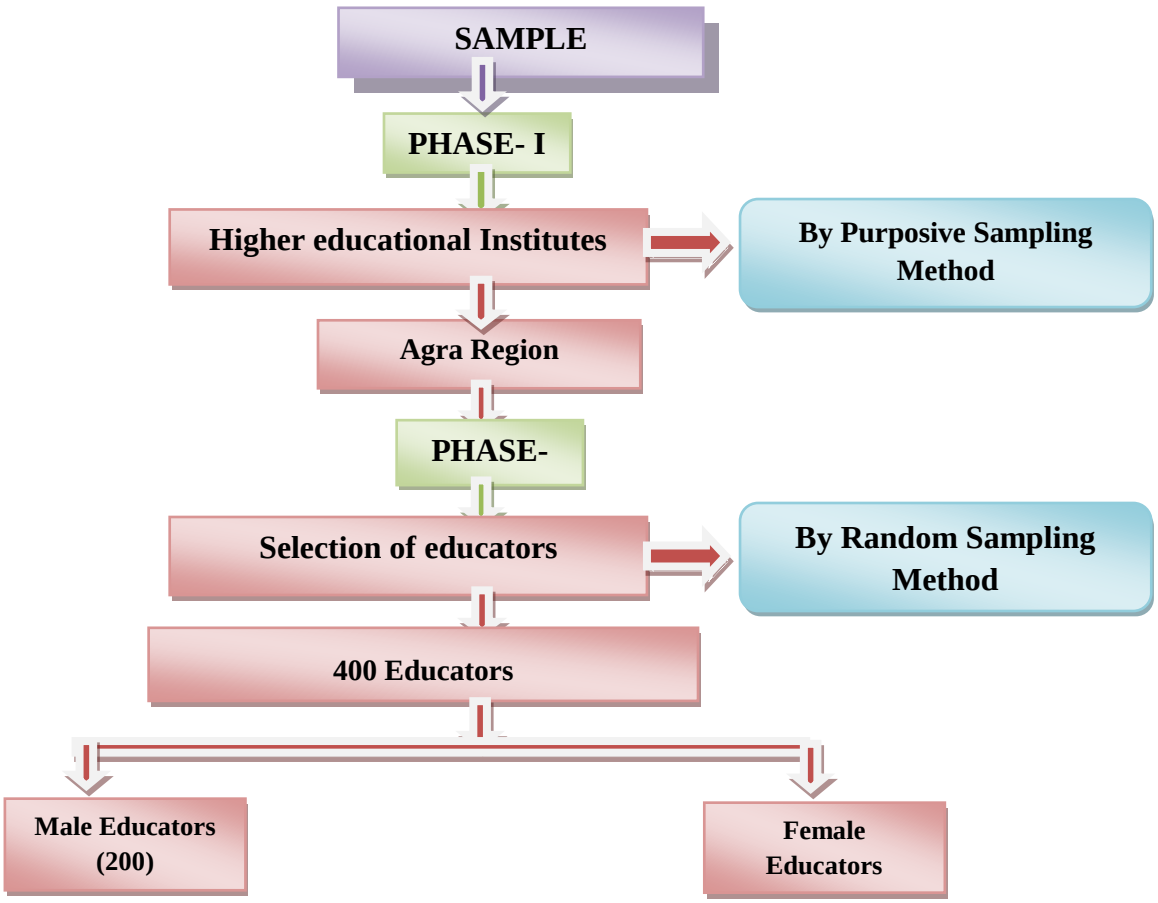
S.N.	Name of Tools	Author	Nature	Group/ Individual	Type of Tool	Brief description
1.	Environmental protective behaviour	Self-Constructed	Verbal	Individual and group	Five point rating scale	The items will be based on such type of behavior which involves in practice of protecting the natural environment.
2.	Environmental altruism	Self-Constructed	Verbal	Individual and group	Five point rating scale	The items will be based on actions that one takes to remedy environmental issues such as climate change, dependency on fossil fuels, water conservation, etc. without regard for personal benefit.

3.	Pro-environmental attitude	Self-Constructed	Verbal	Individual and group	Five point rating scale	The items will be based on such activities include reducing waste and pollution, increasing water and energy efficiency, and altering transportation patterns
4.	Emotional affinity towards nature	Self-Constructed	Verbal	Individual and group	Five point rating scale	The items will be based on love of nature, feeling of freedom, feeling of safety and feeling of ones with nature and try out with discrimination index.

1.11.0 SAMPLE FRAMEWORK OF THE STUDY :

In the present study, 400 educators (200 male and 200 female) will be selected through stratified random method from the higher educational institutes and educational institutes will be selected through purposive method of sampling.

The procedure for sample selection will be follows :



1.12.0 STATISTICAL TECHNIQUES :

There will be used appropriate descriptive and inferential statistical analysis in the present study and required statistical techniques are given as under-

- Mean
- Standard deviation
- Quartile deviation
- ANOVA
- Linear and multiple coefficient of correlation
- Linear and multiple regression analysis
- Skewness and kurtosis for NPC
- Graphical representation

1.13.0 SIGNIFICANCE OF THE STUDY

The life of human beings depends upon not only on the environment but also upon ecological factors. Ecology means the study of the relationship between organisms and all aspects of their environment. So, the human beings should learn about environment and environmental factors and also about ecological factors which influence the environment. The environment and ecology are interrelated sciences. The life of human beings depends upon the ecological balance and environmental protection.If the human beings protect the environment and promote the ecological development automatically an environment free from pollution may be developed and with that development of the If any destruction caused to the environment and ecological factors it certainly leads to the destruction of human beings. So, there is a need to protect environment and maintain ecological balance by each and every human being.living conditions of human beings and living organisms will be developed.

Environment protection becomes one of the foremost concerns of the world community. Environmental deterioration through human activity is proceeding at an unprecedented rate. Unless this process is held in check, the damage caused will be grave and irreversible, damaging

not only ourselves but future generations. The environmental damage will be caused not only in the nation where it occurs but at the global level in general. All public institutions, including the judiciary, need to make collective effort to fight against this universal peril. Human activities sometimes tend to submerge concepts such as respect for nature, trusteeship of earth resources and community interests in common amenities, present in the traditions of many developing countries.These traditions can be a rich source of inspiration for the environmental law of the future, where relevant attention is drawn to them. Man's environment consists of natural resources like land, water, air, plants and animals. With the progress of civilization man has to interact with his surroundings and disturbed the nature. It leads to environmental pollution, which cannot be eradicated by nature's self acting process i.e., carbon cycle, nitrogen cycle or water cycle. These unfavorable conditions created by man generated the problems of environmental disasters and disorders. Environmental devastations from both natural and man made causes such as earth quakes, cyclones and nuclear explosions, industrial accidents etc., have increased threat for the human life. Each factor contributing to environmental decline serves in varying degrees to heighten economic disruption, social tension and political antagonism (Norman, 1993). Therefore, the study necessitates to bring into light human environmental protective behavior and its influencing factors such as pro-environmental attitude, environmental altruism and emotional affinity toward nature.

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